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ABSTRACT

The report describes the Roosevelt High School (Portland, Oregon) demonstration project designed to integrate health career education into an existing State-required health education program. The report's first section briefly presents background project information. Section 2 assesses the project's accomplishments with respect to staff development, the instructional program, and materials and content development for the five project goals: expanding field trip opportunities, expanding career-oriented curriculum offerings, expanding logistics, establishing a dialogue with health cluster curriculum personnel outside the school, and continuing or establishing a dialogue with supporting academic departments within the school. Section 3 presents two evaluations of the project. Sections 4-6 contain respectively a summary, conclusions, and recommendations. Nine appendixes include: sample field trip plans and evaluations, a departmental field trip evaluation, a field test form, pre- and posttest experience exposure letters, and flow charts for the science and business departments. (JR)

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FINAL REPORT

HEALTH CAREERS EXPLORATION

July, 1974

Conducted by
Roosevelt High School
Portland Public Schools
6941 N. Central
Portland, Oregon

Margaret Smith, Project Director

A STATE DEPARTMENT OF EDUCATION

EXEMPTARY PROJECT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Oregon Board of Education
942 Lancaster Drive N.E.
Salem, Oregon 97310
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TITLE: Health Careers Exploration

INSTITUTION: Roosevelt High School
Portland Public Schools

PROJECT DIRECTOR: Margaret Smith
School: 6941 N. Central, Portland
(286-0025 or 286-5781)
Home: 1619 N. E. 77th, Portland
(252-7694)

PROJECT DURATION: July 1, 1973, through July 1, 1974

COSTS:

Federal	Local	Total
$6,150	$10,269	$16,419

NUMBER OF STUDENTS AFFECTED: 417/yr NUMBER OF STAFF INVOLVED: 6/yr

PROJECT DESCRIPTION:

Roosevelt is an urban high school situated in the St. Johns district of Portland, Oregon. The school population, between 1557 and 1345, is composed essentially of "blue-collar" families. An increasing number of students come each year from a low-economic housing project within the school boundaries.

Many Roosevelt students fall into two, or both, characterisitic groups - disadvantaged basic skills, including reading and terminal students. A portion of them have or are having low-level experiences in the world of work.

Purpose

The Health Career Exploration Project, an exemplary program, is designed to integrate career education materials (1) pertinent to student understanding of themselves and the decision-making process (applicable to all areas of career selection) and (2) those specific to the health area into the existing health education program. The focus is on specific components - self concept, decision-making and exploration.

Since health education is a state graduation requirement, all students at Roosevelt High School will evidentually receive exposure to this aspect of career education.

Procedures and Outcomes

The project has utilized teaching staff to develop in-classroom activities and curriculum devices necessary to the development of positive self-concepts and decision-making skills - both essential elements in the area of career decisions.

The project has developed sources and resources for student exploratory experiences. These sources run a wide range, from group experiences (30 or 11) to individual (1 to 1) experiences.

The project has refined and redeveloped a curriculum guidebook in the area of integrated health education/health career education. (The original curriculum guidebook was developed in 1972-73.)

The project has developed a tape-slide-overhead presentation for public relations and orientation purposes for those inside and outside the Roosevelt community.

The project has identified and refined those numbers of students with purported interests in health careers.

The project has in 1973-74 affected 417 sophomores in skill development of self-concept and decision-making and in exploratory opportunities within the community.

FINAL REPORT

HEALTH CAREER EXPLORATION

Project No. #26-001-217

Grant #37

Project Director: Margaret Smith

Roosevelt High School

Portland Public Schools

July 30, 1974

State Department of Education

Exemplary

A

BACKGROUND AND INSTRUCTION

Roosevelt High School is situated in a predominately blue-collar community between the Columbia and Willamette Rivers. The school boundaries include a city, low-economic housing project, the largest in metropolitan Portland. The geographical location makes Roosevelt somewhat isolated from the major portion of Portland proper. In the surrounding vicinity are industrial areas, terminals, docks and freeways. Many of Portland's large manufacturing companies lie within the school boundaries.

As one of Portland's thirteen high schools, Roosevelt enrolls approximately 1557 to 1348 students, 7.5% of the total high school population of School District No. 1.

The curriculum is a traditional general high school one. Programs and curricula at Roosevelt tend to place their emphasis in basic skill development. Movement is currently underway for curricula to embrace career education aspects. In addition to the Health Career Exploratory Project several other specialized areas are functioning. A Comprehensive Cluster Curriculum including automotive shop, building construction and metal shop is in its third and final year of operation. The metals cluster is presently operating as a Model Metals Development Center. A Title III ESEA career education project, Rivergate Project, is completing its third year while housed within the Roosevelt building. The work experience program at Roosevelt, an on-going full year program, enrolled 422 students during 1973-1974.

"Alternative Education Through Cooperative Work Experience" will begin functioning in 1974-75. ICE (Interdisciplinary Career Education) has been developed to begin functioning 1974-1975. The program will integrate career education by experience time blocks in shop, business and home economics. A new Career Education Center will begin functioning during 1974-1975; it will be directed by a Career Education Department chairman.

In the fall of 1971, according to an O.V.I. Survey, 25% of the Roosevelt student body indicated a desire to receive training in the Health Occupational Cluster. In July of 1972 a Health Career Exploration Project was funded jointly by Portland Public Schools and the Oregon State Department of Education to begin to meet student needs. Briefly, the project in its three year vision attempts to: integrate health career education into an existing state required health education program.

Since the initial Health Career Exploration Project began in July of 1972, 818 students, 18 professional/certified and classified personnel, 31 parents and numerous community and resource persons have been involved. Health Education is currently a full year required course taught by Health Education specialists. An integrated curriculum and initial curriculum guide have also been developed.

Since 1972 project statistics have shown that Health Careers have mounted in student concern. The Explorer Scout Survey in the fall of 1973 indicated that, among sophomore students only, 37.5% had career interests in the area of health. The GATB in the spring of 1973 indicated that, among those sophomores tested, all of whom had been in the Health Education/Career Education program and project, 227 had aptitudes suited to the Health field; further that 44.5% chose a Health or Health-related career among their top three future career choices.

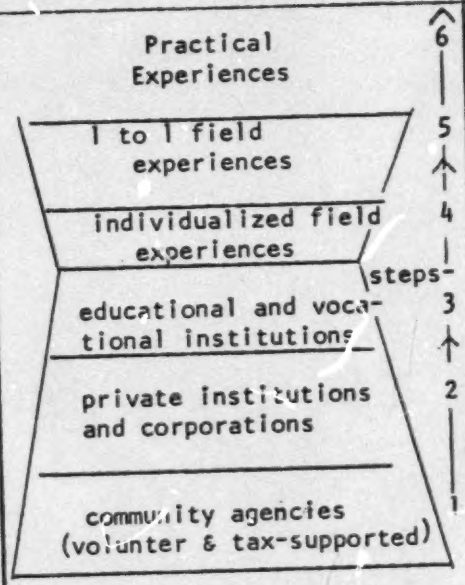
B

MAJOR ACCOMPLISHMENTS OR OUTCOMES

(by Project Components)

NOTE: These resources and instruments developed which could be useful to others outside the Roosevelt Project have been appended where indicated.

PROJECT GOAL	STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
1. To continue expansion of field trip opportunities.			
1.1 Expose students to a wide area of career experiences.	1.1.1 Development of large exposure career experience groups suited to student purported interests.	1.1.1 Large group exposure charts utilized throughout the classroom setting. Charts provide field trip opportunities, career inticement ads, general career information and opportunities.	1.1.1 Large exposure experiences were broken into the following groups: Biology Community worker Cook Dental Ecology/conservation Medical technician Medicine Nursing Pharmacy Psychology Social work Special education Therapy Veterinarian medicine
	1.1.2 Development of field experience exposure plan	1.1.2 Field experience exposures designed on a building block plan from Step 1 through Step 6. Such building blocks allow students to travel through exposure as far as their interests take them.	1.1.2 For a resource listing, pertinent to Multnomah County, Oregon, see Health Career Exploration Curriculum, Guide, page 274.

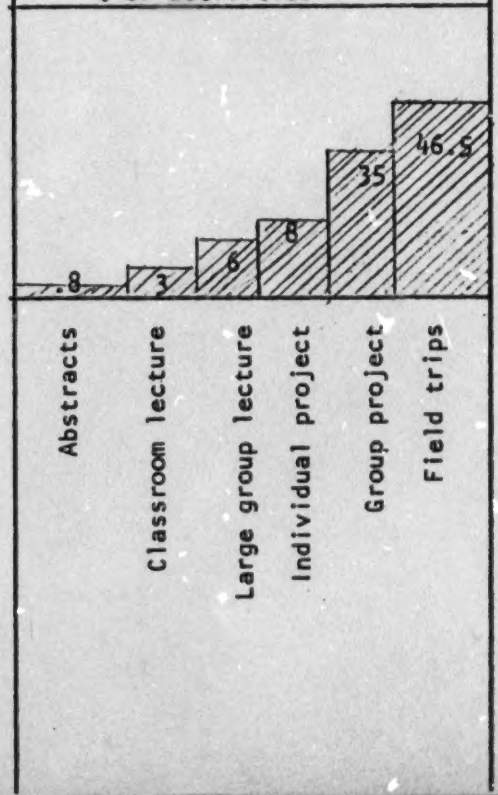
PROJECT GOAL	STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
			

NOTE: Field trip exposures move from generalized to specific action programs.

PROJECT GOAL	STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
1. Continued.		Field experience exposures samples. Step 1: American Red Cross United Good Neighbors Settlement Houses Step 2: Carolina Biological Don Hall Laboratory University of Oregon Medical School Kaiser Hospital Step 3: Portland Community College Mt. Hood Community College University of Portland Western Business University Step 4: Trojan Nuclear Plant Del's Care Center Emily School Step 5: Individualized day experiences with local health specialists (i.e. doctor, dentists, pharmacists.) Step 6: Multnomah County Well Child Clinic Loaves & Fishes Oregon Heart Asso. (i.e. assisting 'Nat'l. Health Blood Pressure Month')	

PROJECT GOAL	STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
1. Continued.		Statistical information: Of the 417 students involved 407 individual field experience exposures occurred during the 1973-74 academic year.	
	1.1.3 Field trip plan and evaluation through Title III ESEA Rivergate Project.		1.1.3 Field trip plan as developed through Title III ESEA Rivergate Project utilized. Evaluation - verbal. See sample field trip plan and evaluation Appendix A.1 and A.2.
	1.1.4 Department field experience exposure evaluation tool developed. Tool is specific to health careers.		1.1.4 Departmental field trip evaluation tool. See Appendix A.3.
2. To continue expansion of career oriented curriculum.			
2.1 Modification, retesting, rewriting as necessary of in-classroom materials prepared in first year of the project	2.1.1 Weekly department meetings utilized modification, re-testing, rewriting. Additional staff Saturday work sessions - nine between September, 1974, and June, 1974.	2.1.1 Materials have been integrated into the program or have been eliminated when termed inappropriate.	2.1.1 See accompanying Health Career Exploration Curriculum Guide.

PROJECT GOAL	STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
2. Continued			
2.2 Modification of use of presently available materials so they may be more practically usable in the curriculum.	2.2.1 Weekly department meetings and work sessions (see 2.1.1 above) adapted materials into more usable formats. Particular consideration was made to adapting reading levels and selecting materials with lower reading levels.	2.2.1 See 2.1.1 above-continued use of materials adapted from Career World. Continued use of abstract system and field experience exposure reporting system.	2.2.1 See accompanying Health Career Exploration Curriculum Guide as developed along program components self-concept, decision-making and exploration for the integration of health careers into an existing health education curriculum.
2.3 Test developed forms which evaluate field outcomes for both students and teachers.	2.3.1 Subjectively discussed at department meetings. See Appendix A.2 and A.3 for evaluation tools developed.	2.3.1 Integrated into instructional program.	2.3.1 See Appendices A.2 and A.3.
2.4 Evaluate developed classroom materials in light of:			
2.4.1 Student goals as stated in original proposal	2.4.1 Subjective staff evaluation during department meetings and workshop sessions.		
	2.4.1.1 GATB test administered to 265 sophomore students.	2.4.1.1 GATB test results indicated a relationship between the Explorer Scout survey utilized in the Fall of 1973, and some field experience exposures selected by students as a part of the instructional program.	

PROJECT GOAL	STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
	2.4.1.2 Year end evaluation instrument administered to 262 sophomores, in selective curriculull areas.	2.4.1.2 Year end evaluation indicated that: 46.5% of students preferred field experience exposures as their first choice health learning activity. Comparison with other typical classroom activities can be seen below: Student Evaluation First Choice of Classroom Activities: % of activities  	

PROJECT GOAL	STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
2. Continued	2.4.1.3 Goal has been restated field test terms for 1974-1975. Field test form has been developed.	2.4.1.3 Materials developed will be used in instructional programs during 1974-1975 at Cleveland High School, Jefferson High School and Marshall High School	2.4.1.3 See Appendix B.1 for field test form.
2.4.2 'New' state graduation requirements.	2.4.2 Roosevelt High School health education goals are in alignment with program goals and graduation competencies developed by Portland Publis Schools. (Note: Health Career Exploration Project Director was a member of Portland's Graduation Competency Committees - Phase I and Phase II)	2.4.2 As a result of staff development (see left column) Roosevelt instructional program goals are in alignment with 'new' graduation competencies.	
	2.4.2.1 Materials developed by Health Career Project will be utilized, where appropriate, in the Oregon Department of Education Curriculum Guide to be completed 1975.		2.4.2.1 Health Career Exploration Curriculum Guide has been submitted to Let Tritsch for appropriate inclusions in 1975 guide.
	2.4.2.2 Staff developed materials to assist third party evaluations	2.4.2.2 Instructional program was evaluated in curriculum and project areas by: Anna Mae Tichy and Dr. Michael Tichy, January 19, 1974 and by Kelly Hood in March, 1974.	2.4.2.2 See evaluation section for third party evaluation reports.

3. To continue expansion of logistics			
3.1 Continued development and modification of communication aids and forms to facilitate efficient scheduling, transportation, arrangements and in-site organization.	3.1 Cadre of Roosevelt parents developed to chaperone field experience exposures. Organized through PTSA President.		
	3.1.1 Form letters developed for both pre and post field experience exposures.		3.1.1 See Appendix C.1 for sample pre field experience exposure letters. See Appendix C.2 for sample post field experience exposure letters.
3.2 Develop alternative methods of transportation for field trips.	3.2 Consultation with Advisory Committee. Suggestions to be considered 1974-75.	3.2 Suggestions should be integrated into instructional program 1974-75.	
3.3 Develop methods for increasing career exploration educational support by professional organizations.	3.3 Contacts previously established with professional organizations maintained.	3.3 Supplementary to existing instructional program.	3.3 Article published in May/June 1974 School Health Review. See Appendix D.1
	3.3.1 Development of an ongoing person and organization resource file.	3.3.1 Supplementary to existing instructional program.	

4. To establish a dialogue with health cluster curriculum personnel (non-Roosevelt)	4. Project Director maintained dialogue as much as possible with Portland Health Cluster curriculum personnel through cluster advisor Jim "oGara. 4.1 Project Director participated as resource person for Washington County Career Education Exploratory Workshop on February 12, 1974. 4.1.1 Project Director participated as resource person for Health Curriculum Class at Portland State University spring quarter, 1974. 4.1.2 Project Director participated as resource guest speaker for North Portland Rotary twice during 1974-75. One staff member also participated once. 4.1.3 Project Director held twelve individual orientation session on campus during 1974. 4.1.4 Project Director participated as resource person June 10-14 on Oregon State University campus in "Health Education Through Values and Attitudes."	4.1.3 Visitors observed instructional program on paper and in direct classroom observation. 4.1.4 Overview of Health Career Exploration Project shared (including slide-tape presentation).	

PROJECT GOAL	STAFF DEVELOPMENT	INSTRUCTIONAL PROGRAM	MATERIALS & CONTENT DEVELOPED
		4.1.4.1 Materials shared with workshop participants.	4.1.4.1 Materials included in Health Career Exploration Curriculum Guidebook.
	4.1.5 Project Director published article "Health Career Education" in May/June School Health Review (national health education publication)	4.1.5 Article is an overview of Health Career Exploration Project	
5. To continue dialogue and where necessary establish dialogue with departments and areas which will be supportive in nature (at Roosevelt).	5. Development of a slide-tape presentation. Used as an orientation for Roosevelt faculty.	5. Slide-tape presentation used in instructional program in Fall of 1973 as orientation for Roosevelt Health Education students.	5. Slide-tape presentation.
	5.1 Development of a science course flow-chart related to career groupings being used in the Health Project with students.	5.1 Supplementary to instructional program.	5.1 See Appendix E.1 for Science Department flow-chart.
	5.2 Development of a business course flow-chart related to career groupings being used in the Health Project with students.	5.2 Supplementary to instructional program.	5.2 See Appendix E.2 for Business Department flow-chart.
	5.3 Project Director shared some curriculum materials with Home Economic Department in the areas of Child Care and Special Education. Both areas were incorporated into Health Career groupings.		

C

EVALUATION

Anna Mae Tichy, R.N., M.N.

Dr. Michael Tichy
Professor of Health and Physical Education
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Kelly Hood, Chairman, Health Education
Rex Putnam High School
Milwaukie, Oregon

Evaluation of the Health Career Exploration Project #26-001-145 at Roosevelt High School. Dr. Michael W. Tichy - Anna Mae Tichy

Introduction:

This report is an evaluation of some of the principles that have guided the health education staff at Roosevelt High School in its developmental processes for Health Career Exploration Project #26-001-145. Essentially it presents the frame of reference in which the staff pursued its innovative approaches. It embraces statements concerning: (1) the problems faced by Roosevelt High School students and students in other schools in the State of Oregon; (2) the objectives of health careers exploration as they are integrated with health instruction; (3) the conceptualizing of health education experiences; (4) the kinds of related work experiences that carry on throughout life; and (5) assessing the status of the health education program at Roosevelt High School.

Goals:

Guidelines for Health Career Exploration Project #26-001-145:

In determining the goals of the comprehensive program of Health Career Exploration at Roosevelt High School, it is necessary to examine the most recent proposal for continuation of this project dated December 30, 1973. No better statement of needs and project goals and description of procedures has been found than those set forth in this document.

The statements of need for continuation of Health Career Exploration Project #36-001-145, with specific reference to any field, implies that it is imperative to continue the original intent of the three year plan. One major consideration is to evaluate the methods, materials and techniques developed in the first year; change or modify these materials as needed and progress toward the completion of the project. Additional factors such as funding will be necessary in order that original goals can be met and to support this project to its termination.

Instruction:

It is a very difficult task to measure precisely the effectiveness of the total Health Career Exploration Project. However, after a close examination of the curriculum pattern, the project goals and objectives, the methods, materials and resources used, it is possible to make evaluative comments regarding some aspects of the Project.

A major concern in evaluating health instruction is the degree to which instructional goals and objectives have been attained by the learner. The

ultimate goals being to reinforce or bring about favorable changes in health behavior, attitudes and knowledge. In determining whether or not the project's objectives have been attained or if they are worthwhile several factors must be considered.

Awareness of professional points of view at various levels of education is vital in the development of an effective local instructional program. The examination of such points of view may necessitate changing project goals and instructional methods.

Evaluating Content:

In evaluating the Health Career Exploration Project, we found the areas of health instruction and material to be meaningful and realistic. To substantiate this, we found the content to be up-to-date and valid. We also found the curricular offerings to be based upon students needs and interests. Content areas are definitely inter-related. The project coordinators view every aspect of the individual's development - physical, social, emotional and intellectual as an important factor in the over-all needs of their students.

Evaluating Objectives:

In further examination of the goals and objectives of the Roosevelt program, we were satisfied that the objectives were practical, feasible and accurately stated; however, we felt that more specific statements might be helpful. The objectives did cover a range of health attitudes, practices, and cognitive skills.

Evaluating Learning Opportunities:

This discussion will attempt to describe the extent the learning opportunities relate to or meet instructional objectives. In particular, our evaluation will center around resource materials and services and on the number of learning opportunities incorporated in the health education experiences of the Roosevelt students.

The following are criteria used in assessing the value of the learning opportunities associated with this project:

1. Does the learning experience at Roosevelt High School provide the learner with an opportunity to acquire the behavior stipulated in the instructional objectives?

Evaluation-Discussion: In examining the opportunities provided in the Health Career Exploration Program, we were satisfied that each student in health education was provided with many learning opportunities for the development and use of his resources. The use of student resources are essential for health education activities now and for carry over purposes later in life. The concepts set forth in the above statement reflect a modern, informed viewpoint of health education.

2. Are the learning opportunities appropriate for the maturity of the learner?

Evaluation-Discussion: The majority of persons interviewed felt that the opportunities provided in the Health Career Project were consistent and commensurate with the developmental patterns of the students in the program. Since a significant number of students enter Roosevelt with learning difficulties, a special remedial program is available during the freshman year to rectify the situation. So that more students may benefit from the project the directors have geared their program primarily for the sophomore student. When the exploration of health careers are provided at the sophomore level, interested students are better able to direct their future academic work into the proper areas. However, should students of upper grades be interested in the program, the opportunity to explore these health areas is available.

The directors and staff have taken particular interest in the non-reading students. Special class materials, approaches and evaluations appropriate to these students' needs are available and utilized.

3. Are the learning opportunities motivating or rewarding?

Evaluation-Discussion: The program provides many opportunities to measure success and observe progress. The experiences, both in school and out, provide real situations upon which health motivation may be based. Certain rewards, such as excursions have a health education value in themselves, in addition to the enjoyment which they contribute to students.

Again, consideration of the non-reading student needs allows these students to achieve a sense of real satisfaction in learning through specially designed opportunities.

4. Do the learning opportunities allow for the integration of related experiences?

Evaluation-Discussion: Integration refers to the relationship of one subject matter to another or one content area or organizing element to another. Implementing this criterion brings about horizontal organization of the curriculum. Integration also provides the learner with a more unified view of health rather than a segmented one. Not only are the health education and career learning opportunities integrated with other subject matter but specific efforts are made to relate them to adult life experiences. However, better utilization of the many opportunities for coordination with other disciplines at Roosevelt High School could provide a more unified view of health.

5. Do the learning opportunities allow for individual differences and abilities of the learners?

Evaluation-Discussion: In assessing the health education program, we were reassured immediately of the faculty's concern and utilization of the

nature of individuality as a vital factor in the educative process. There were several aspects which are worthy of note in the program. For one thing, it was observed that the individuality emphasized an intuitive quality of learning. Secondly, the philosophy of the faculty is that learning is privy to the individual who does the learning. Only he can do it; no one can do it for him. Constantly we were impressed with the concept that worthwhile healthful living can be neither "given" nor "received." It must be experienced. Thirdly, individuality points to the respects in which any particular student is different from other children. It is due to such unique variations as these that generally make difficult the application of any uniform educative procedures.

6. Does the environment contribute to health as well as provide an atmosphere for learning?

Evaluation-Discussion: In assessing the Roosevelt Program, the evaluators were satisfied with the sincere attempt to create a healthful environment for all health career students. They have attempted to show the importance of providing an environment where the individual has freedom, self-respect, and security and experiences satisfaction in his activities. However, despite emphasis upon preventitive measures, there will always be some individuals who will need professional help. We feel that professional counselors should be utilized to greater advantage, especially with the more serious problems. Specially trained to deal with such problems, they can render a great deal of personal help to the student as well as promote a more healthful environment for the school.

The following areas were examined and found to be satisfactory:

a. Organization of the school day: The length of time was reasonable and adapted to the needs of the pupils. Special activities are provided in accordance with pupil needs.

b. Scheduling: The amount of time devoted to a specific task is assigned with regard to readiness, reading ability and the needs of the student. The educational program is a flexible one, so that it is possible to schedule special activities without hindering the regular program.

c. Student Achievement: There is provision in the health program for individual differences in respect to readiness to learn, academic ability, and environmental background. Consideration is given to the physical and mental growth of each student. The abilities of each student are recognized and instruction adjusted to individual ability.

d. Grades: The program is planned so that each student can experience a satisfying educational success.

e. Discipline: Behavior is evaluated with the knowledge that misconduct is a sign of maladjustment and an attempt is made to find the

cause. Also student abilities are recognized and an effort is made to maintain the self-respect of the student through the use of praise. There also seems to be evidence that by specialized classes, attendance and participation by students have been improved.

f. Student Grouping: Grouping in the health careers project is flexible so that administration and organization exist only to expedite the process of learning.

g. Teacher-Pupil Relationships: The evaluators were pleased to observe that there is cooperative thinking and effort between teachers and students rather than emphasis upon the sole direction of one person. The student is made to feel that he is part of the group and contributes to it. The atmosphere of the classes observed was relaxed and friendly. The administrator of the program has good relationships with her colleagues. All the staff appeared to be enthusiastic and confident.

7. Locating, selecting and producing learning resources.

Evaluation-Discussion: There is no question that a variety of teaching and learning resources are needed to carry on effective and efficient programs of instruction. However, if these tools are to be used they must be readily available and the teacher must have a ready reference in order to locate appropriate materials. A more effective placement and arrangement of materials used in the health career project were recommended by the evaluators.

At Roosevelt, every effort should be made to keep teachers and students informed of new materials and resources. There should be a system for cataloging and inventorying these materials. Each item should be listed on a card and the file made available to all students and teachers. Keeping such an inventory up-to-date is essential for effective use.

Summary: In the opinion of the evaluators, the directors and staff have made considerable progress in achieving many of the objectives and goals of the health careers project. This mid-year evaluation shows that their continuing efforts should ultimately achieve a realization of a majority of the goals and objectives as stated.

The curriculum offerings in the project have challenged some existing health instruction practices, confirmed the desirability of continuing others, and encouraged the adoption of new practices. The faculty of the project have attempted to clarify pertinent questions: What knowledges and skills are most useful in society? Can educational objectives be stated in observable terms to provide for subsequent evaluation of the curriculum? What subject matter should be chosen as the basis of instruction? How should subject matter be integrated? What types of learning experiences should be included in the curriculum? How can the project provide for a longitudinal sequence of learning experiences. What kind of daily and weekly schedule of activities should be adopted?

While attempting to meet these educational problems, the project staff have produced a feasible and working model of health career education. Of particular note are the individualized approaches of the project and the faculty's utilization of student motivation and direction. Throughout the project is seen a strong emphasis on the coordinated efforts of health professionals in the community to aid the student assess the actual duties and responsibilities of the health career he selects. The logical sequence of educational opportunities to follow this project would be a program of directed learning and work experiences for upper level students interested in purusing specific health careers.

Evaluation of the Roosevelt High School Health Education Program
Evaluated by: Kelly Hood, Chairman, Health Education, Rex Putnam High School, Milwaukie, Oregon (Member, State Evaluating Team - 1974)

Overview

Health Education at Roosevelt is a year program, required of all sophomores. It is my understanding that this program is a state pilot project in preparation for the new graduation requirements that expand health to a year program. The Health Education staff consists of one male instructor and two female instructors. It should be noted that even though each of the instructor's college preparation was not in the area of the Health Specialist, their additional preparation in the area of health, plus their teaching experience, enthusiasm, and dedication would qualify them as Health Specialists at this time. The over-all approach to Health Education by the Roosevelt Health staff has given their school an outstanding program. This program has to rank as one of the best in the state and could be used as a model for other schools to follow. It was very gratigying as a Health educator to see the excitement that these teachers had for their subject matter and for the desire to make Health Education relative to the needs of Roosevelt students. This is supported by the course goals and course objectives that they have established for their Health program.

Commendations

1. The improvising and oganizing of the basement area into a very functional and pleasant Health Center. Despite the age of the building and the openness of the area, the Health staff has developed a very suitable instruction and learning area, creating an environment that appears very pleasing to the students.

2. The outstanding professional and working relationship of the three members of the Health staff.

3. The development of a Health Education curriculum that is designed to meet the needs of Roosevelt students.

4. The mode of instruction allowing for large groups for special speakers, movies, etc. This is made possible by the organization of the facility and the team teaching of the three staff members.

5. The teacher-student rapport that was very evident. Students were excited about Health.

6. The many innovations that the staff has devised to make the material interesting and the meeting of student needs by learning by doing.

7. The use of outside resources, field trips, etc.

8. The excellent collection of Health Education materials, books, pamphlets, etc., and their availability to the students.

9. The dedication of the staff to take it upon themselves to seek additional preparation and to keep current in the field by taking classes, workshops, etc.

10. The outstanding departmental organization which comes, I understand, with a lot of donated time on Saturdays by the Health staff.

11. Allowing students' input to help design each unit. This indicates what students want to know and don't know. A good hiden diagnostic tool.

12. The amount of meaningful student participation in each class.

13. The utilization of the one year program into a very comprehensive course giving students an opportunity to be exposed to many aspects of both physical and mental health.

14. The interrelationship of career education within the Health program.

15. The cooperation of the Health staff afforded the evaluator.

Recommendations

1. That the entire basement area, exclusive of the TV room and the adjacent room, be used for Health Education. Thus expanding the facility, giving students more room and eliminating distractions of the book room. Also moving the book room to another area would seem to aid their efficiency. Then they would not be distracted by the Health classes.

2. That curtains be placed on the windows so that movies, slides, TV., etc. can be shown more effectively. Even with the lights out, because of the large windows in the area, it was very difficult to see the slides on a slide presentation.

3. That if the book room remains in its present location, a rewiring of the lights take place in order for the Health Center to turn off the lights separately.

4. That uniform furniture be placed in the area in order to eliminate crowding. It was observed that with the larger tables in the area, a crowding of students occurred.

5. That the Health Center be installed with its own TV video tape hook up. With the amount of excellent Health Education material

being shown over the commercial networks, it would be (advantageous) for the Health Department to have access to and make better use of these excellent resources.

6. The development of a student evaluation in order to measure the Health program as to the needs it meets.

7. That Drivers' Education remain out of the Roosevelt Health Program. They are doing an outstanding job.

SUMMARY

The Health Career Exploration Project at Roosevelt High School, presently completing its second exemplary year, is a valid and needed project.

The project goals have been reasonably well met for 1973-74. The original state funds requested for 1973-74 were $7,689 and the original local contributions were $36,304. Both fundings were reduced to $6,150 and $10,383. Due to the fact that project goals were not rewritten after the funding reducement, the degree to which goals were developed had to be limited.

Initial ground work has been established by the staff and administrative personnel. The project should now be able to move to completion, refinement and field testing stages.

The most significant events which support or augment the project now are:

1. The development of a Health Career Exploration curriculum guide which integrates career education components into an existing health education curriculum.

2. The identification of field testers who are capable of and who will play a significant role in final completion and refinement stages.

E

CONCLUSIONS

Student, staff, administrative and third party evaluations of the Health Career Exploration Project have been positive in nature. Inquiries, visitations and guest speaker requests, both in and outside the building, have increased considerably. These factors, along with activities and materials developed, would tend to support the following conclusions:

1. Statistically Health Career interest is a mounting student concern.

2. Community support and involvement in off campus exploratory field experiences is positive; it has been a significant factor in the exposure success.

3. A full year Health Education program increases potential for the integration of Health Career components into an existing Health Education curriculum.

4. Dialogues and interdisciplinary flow charts have increased student accessibility to career information as it interweaves through curricula outside of Health Education.

5. Financial limitations, imposed after proposal goals were submitted, limited the depth to which some goals were conclusively completed.

6. Outside inquiries, requests for curricula and visitation privileges indicate that the Roosevelt Health Project is gaining notoriety.

7. All accomplishments, needs assessments and evaluations to date indicate that this project should be continued.

8. Roosevelt students have had an increased number of career opportunities and involvements, both inside and outside the school itself, as a result of the Health Career Exploration Project.

It is the Directors' conclusive opinion that:

1. The success of the project thus far is highly attributable to staff member involvement.

2. The conclusion of this project, to meet its initial goals, will necessitate field testing, administrative input and considerable team efforts to fully meet the needs of Roosevelt students.

F

RECOMMENDATIONS

See third party evaluations - Section C.

In addition to third party evaluation recommendations, the following recommendations are made by the project staff:

1. Physical facility recommendations are top priority - rewiring, curtains, video tape hook up and new tables. (Also included in the Hood report.)

2. The Project Director should have one free period exclusively for project related work. This free teaching period should not be included in department chairman or prep time. Department members will adjust schedules to fit this need.

3. Alternative methods of transportation need to be found if Roosevelt transportation alone cannot sustain exploratory needs of the ongoing project.

4. Additional methods need to be found in order to involve Health professional personnel in Health Career Education.

5. Roosevelt High School needs to develop processes whereby Health career interests by students are met beyond the exploratory level.

G

APPENDICES

A.1 Sample Field Trip Plan

A.2 Sample Field Trip Evaluation

A.3 Departmental Field Trip Evaluation

B.1 Field Test Form

C.1 Pre-field experience exposure letter (sample)

C.2 Post-field experience exposure letter (sample)

D.1 Health article published in May-June 1974 School Health Review

E.1 Science Department Flow Chart

E.2 Business Department Flow Chart

APPENDIX

A.1

RIVERGATE PROJECT

Field Trip Plan

Teacher: Health Department School: Roosevelt

Proposed date of trip: 1/23/74

Proposed type and/or location of visit:

Kaiser Hospital (Therapy)

Objective to be accomplished: To gain knowledge of: 1) types of equipment used in hospital therapy; 2) procedures used in care of patients; 3) education & experiences required in the occupation; 4) salaries, working conditions, benefits; 5) possibilities of volunteer work.

Activity/ies planned:

Tour and question/answer period

How do you plan to assess the accomplishment of your objectives?

- informal debriefing
- information cards
- class sharing
- follow up field trip in related areas

NOTE: To be submitted prior to field trip.

9/73

FIELD TRIP EVALUATION

Place Visited Nature's Health Food Store Teacher Health Dept. School Roosevelt Grade 10

Career Exploration Goal: Personal investigation of health related careers Objectives: see field trip plan Date: 3/12/74

A. STUDENT PERFORMANCE

Student's Name	Obj.		Student's Name	Obj.		Student's Name	Obj.	
1. Kelly Barrera	y	y	12.			23.		
2. Debbie Anderson	y	y	13.			24.		
3. Terry Herzog	y	y	14.			25.		
4. George Langworth	y	y	15.			26.		
5. Deby Goodman	y	y	16.			27.		
6. Jackie Lalonde	y	y	17.			28.		
7. Diane Gillpatrick	y	y	18.			29.		
8. Gloria Nelson	y	y	19.			30.		
9. Penny Strachan	y	y	20.			31.		
10. Cookie Marritt	y	y	21.			32.		
11. Diana Coop	y	y	22.			33.		

B. FIELD TRIP APPRAISAL

	Obj. Yes	Obj. No
1. Arrangements were properly made	Y	
2. Information supplied by company was appropriate to objective	Y	
3. Students were allowed to ask questions	Y	
4. Company representative communicated well with students	Y	
5. Field trip should be recommended to others	Y	

Comments and suggestions:

1. good opportunity for students to compare prices and ask questions about nutritional quality
2. trip would indicate health stores evasive in response to questions re FDA, rules and regulations, additives, etc.
3. owners were very cooperative and informative, in their field
4. yes - allowed sufficient time for questions and answers
5. yes - would recommend that trips of this nature follow a nutritional unit in the classroom

APPENDIX A.2

APPENDIX A.3

FIELD TRIP EVALUATION

NAME:_____
SITE:_____

1. Why did you choose this particular trip? (in other words, what was your goal?)

2. In at least five sentecnes, explain what you saw and heard:

JOB DESCRIPTIONS:

1. Approximately how many people does the site of your field trip employ?_____

2. What are five (5) kinds of employees that work there?
   1.
   2.
   3.
   4.
   5.

3. Of all the occupations you observed which requires the least amount of knowledge and/or skills?

   Why?

4. Of all the occupations you observed which requires the most amount of knowledge and/or skills?

   Why?

5. Are employees unionized or professional. (circle one or both)

6. Describe working conditions (inside, outside or both; extreme temperatures; noise and vibrations; hazards or risk of bodily injury; fumes, odors, dust, poor ventilation; hours -- day, swing, nights, weekends, holidays, etc.)

7. Is there an opportunity for service to humanity? Yes No (circle one or both)

8. Are there advancement possibilities? Yes No (circle one or both)

9. What is the starting salary for the job that interested you most?
   Job_____Salary_____

10. What expectations does the employer have in terms of dress and appearance?

11. Is the site of your field trip government supported or private? (circle one or both)

EMPLOYMENT POSSIBILITIES:

1. Would they hire a high school graduate? Yes No (circle one or both)

2. How should an employee be prepared for the job? (a particular job you choose)

3. Do they offer on the job training? Yes No (circle one or both)

4. Do they offer incentive programs -- more pay with experience, etc? Yes No

5. Do they have summer employment opportunities for high school students? Yes No

6. Who would you talk with about obtaining a job at your field trip site?

7. Are demands for employess increasing or decreasing? Yes No (circle one)

BENEFITS:

1. What role does the place you visited play in relation to the total community?

2. Did you personally benefit by this experience? Why - or why not?

FIELD TRIP EVALUATION FORM

NAME: _____
DATE: _____
SITE: _____

Circle answer where choices are given

1. Do you feel that the field trip was informative? Yes No

2. Was the field trip interesting to you personally? Yes No

3. Would you suggest that others go on the same trip? Yes No

4. If you answered no to number 3, explain why:

5. Do you feel that the employees were eager to see you and to answer your questions? Yes No

6. Was your guide well informed about all aspects (parts) of the work involved? Yes No

7. Would you be interested in exploring this area of work more fully? Yes No

8. Was enough time spent on this field trip? (circle answer below)

More needed Enough Tie Too Much

APPENDIX - B.1

Health Careers
Supplementary Materials Feedback Instrument

Explanation: Health careers supplmentary materials, including worksheets, questionnaires, and activity packages have been made available to you and their use encouraged. Your opinions concerning the quality and useability of these materials is most valuable and will greatly influence their future adoption and distribution. Consequently, you are requested to complete this form immediately after each and every supplementary worksheet, etc., is employed and return it (the feedback form) to Margaret Smith, Roosevelt High School.

Teacher's name:_____ School:_____ Date:_____

Material identification (Title or description of material used:_____

_____

1. With what unit (lesson) was this material used:_____

_____

2. What unit (lesson) preceded and followed this activity?_____

_____

3. What were the characteristics of the students participating in the current activity (grade level, reading level, etc.)?

_____

_____

4. Was the language, reading level, etc. of this material appropriate for your students? If no, explain.

_____

_____

5. Were the directions for using the supplementary materials completely clear to you? To your students? If no, explain.

_____

_____

6. Was the format of the material adequate (sufficient space allotted for student response, etc.)? If no, explain.

_____

_____

7. What was your main purpose for using this material?_____

_____

_____

8. What was the impact of this activity upon your students?_____

_____

_____

9. Would you use this material again? Explain:_____

_____

_____

_____

10. What changes would you make in the format, content, or use of this material?_____

_____

_____

_____

Thank you for your cooperation!

BJR:sp
6/5/74

PORTLAND PUBLIC SCHOOLS
ROOSEVELT HIGH SCHOOL
6941 North Central / Portland, Oregon 97203
HEALTH CAREERS EXPLORATION
Phone: (503) 286-0025
Margaret Smith

January 7, 1974

American Ambulance Company
2007 Broadway
Vancouver, Washington

Gentlemen:

This is to confirm with you the arrangements made for a Health Careers exploratory field trip on January 17, at 1:30 p.m.

The students involved in this visit will be soohomores who are exploring future careers in all health fields. They are learning about job activities, ecucation and training required, related fields and future employment possibilities. These trips are made in very small groups and are chaperoned by a parent or teacher.

As you know, the students making this trip are particularly interested in the combination of medical/mechanical ability required for this career field. If, for example, a vehicle with air conditioning requires a heavy duty radiator, what types of equipment are contained in the body of an ambulance that would require corresponding "support" equipment under the hood? Following this, what types of medical/mechanical skills are required of properly trained drivers to assure that the vehicle is functioning correctly?

Thank you for your help in giving our students community support to further their education.

Sincerely,

Margaret Smith, Chairman
Health Department

MS:bp

PORTLAND PUBLIC SCHOOLS
ROOSEVELT HIGH SCHOOL
6941 North Central / Portland, Oregon 97203
HEALTH CAREERS EXPLORATION
Phone: (503) 286-0025
Margaret Smith

February 20, 1974

Mr. Cleaver
Oregon School for the Blind
Salem, Oregon

Dear Mr. Cleaver and student hosts:

The Roosevelt High School Health Department and sophomore health students wish to express our sincere thanks for the tour of your campus. We are especially appreciative of the manner with which the student guides conducted the tour. It is not often that a large group, such as ours, is met with such enthusiasm, courtesy and friendly manner.

Our students left your campus with an enlightened attitude and satisfied curiosity, thanks to the complete and informative tour given by the student hosts.

Again, we are thankful for your hospitality on this visit and we look forward to visiting with you in the future.

Sincerely,

/s/ Margaret Smith

Margaret Smith, Chairman
Health Department

MS:bp

American Association for Health, Physical Education, and Recreation

SCHOOL HEALTH REVIEW

APPENDIX D.1

MAY-JUNE 1974

SPECIAL FEATURES: Nutrition Education and Health Career Education

APPENDIX D OF THIS DOCUMENT
HAS BEEN REMOVED PRIOR TO ITS
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APPENDIX D: "Health Career Education", by Margaret Smith.
School Health Review, May-June 1974.

SCIENCE FLOW CHART

E.1

COURSE OFFERINGS:

Biology

Exploratory Science

SIS 1-2

SIS 3-4

SIS 5-6

SIS 1-2 or Biology

Special Studies

CAREERS:

Child Care

Cook (herbalogy)

Dentist DMD

Doctor MD

Environmentalist (life or pollution studies)

Health Researcher (special interest area)

Hospital Technician (non-lab)

Lab Technician

Nurses Aide

Nursing - LPN

Nursing AA Degree

Nursing BS or BA Degree

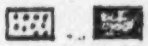
Nursing MA or special program

Pharmacists

Recreation

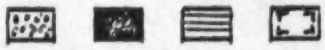
Stenography
(for Health Employees)

Careers - continued

Social Worker 

Teaching (non-science, health or physical education)

Teaching (science, health or physical education)

Therapist (occupational, physical, cardia, inhalation, etc.)  (special interest area)

BUSINESS EDUCATION FLOW CHART

E.2

COURSE OFFERINGS

Accounting

* Business Communication

* Business exploration

* Business law

* Briefhand

Business Office Practice

* Data processing

* Filing

General Business

* Office Machines

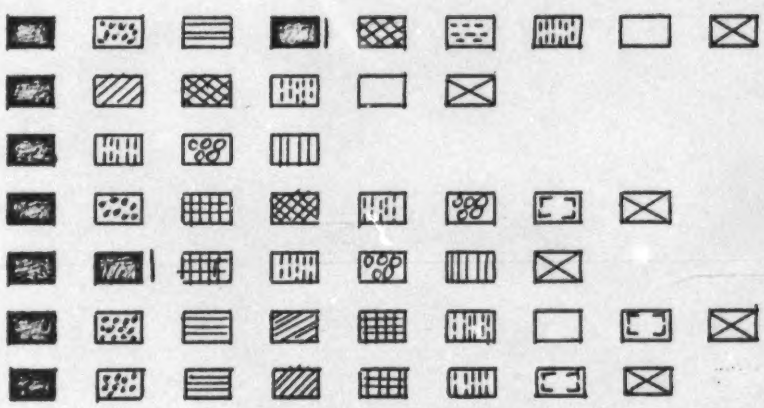
* Personal Finance

* Recordkeeping

Shorthand & transcription

Typing (varying skill levels required)

CAREERS



Accountant

Data Processing programmer

Sales clerk

Girl Friday

Clerical Office

Executive secretary

Secretary

* Semester courses

CAREERS - continued

Legal Secretary

Medical Secretary

Medical Receptionist

Medical records

Typist

Translator

Bookkeeper